

Enhanced Continuity of Learning Plan 4.0: Reimagining Schools



School Board Meeting
Friday, July 10, 2020



EVERY STUDENT SUCCEEDS

Essential Questions

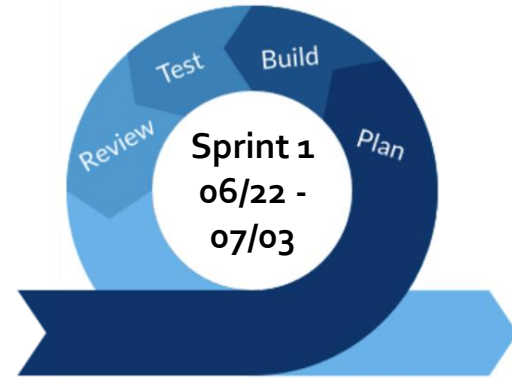
1. What have our teams **accomplished** over the last two weeks?
2. How is the **current work of the cross-functional teams** building towards a clear reopening plan for our students, staff, and community?
3. In what ways are the **voices and the needs** of our stakeholders driving the designs of our reopening plans?
4. What **future milestones** should we expect as a division?

Looking Back on 06/22 - 07/03

We continue to plan for a fall reopening that prioritizes the **health and safety** of our students, staff, and community.

We are intentionally designing our reopening plans with the **guidance, input, and feedback** of our students, staff, and community.

Our teams contain diverse perspectives. They provide expertise and insights into our existing operations and supports so that we can meet the new **opportunities, challenges, and uncertainties** that face us as we prepare for fall 2020.



- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget

Our Guiding Principles

**Increase Equitable
Access to Improve
Learning Outcomes
for All Students**

**Ensure the Voices
of Parents,
Families, Students**

**Study Lessons
Learned and Data
for Preparation and
Execution**

**Value Community
Coordination and
Collaboration**

**Build Trust and
Allow Creative
Ideas for Reopening**

**Embrace Flexibility
While Facing
Unprecedented
Challenges**

**Ensure Clear,
Consistent, and
Frequent
Communication**

**Ensure Students
Have Access to
Technology and
Connectivity**

Our Outputs *(In Progress)*

Address
Essential
Questions from
VDOE

Determine
Instructional
Models and Design
Action Plans



Create Materials
for Staff,
Students, and
Community

Submit our
Comprehensive
Reopening Plan



Cross-Functional Planning Teams

<p>Social, Emotional, and Academic Learning (SEAL)</p> <p><i>Drs. Julie Crawford and Gerald R. Mann, Jr.</i></p>	<p>Human Resources, Capital Investments, and Technology</p> <p><i>Dr. Stephen Wilkins and Sandra Hardeman</i></p>	<p>Health and Safety</p> <p><i>Drs. Alicia Hart and Marcia Jackson</i></p>	<p>Financial Management</p> <p><i>Dominic Turner and Robert Easley</i></p>	<p>School and Community Relations</p> <p><i>Julia Burgos and Kurt Huffman</i></p>
<ul style="list-style-type: none"> • Curriculum and Instruction - <i>Dr. Gerald R. Mann, Jr. (co-chair)</i> • Accountability - <i>Clinton Page</i> • Professional Learning - <i>Cory Kapelski</i> • Student Support Services - <i>Dr. Julie Crawford</i> • Technology - <i>Dr. Elizabeth Hoover</i> 	<ul style="list-style-type: none"> • Capital Improvement Program (CIP) - <i>Erika Gulick</i> • Facilities - <i>John Finnigan</i> • Human Resources - <i>Sandra Hardeman (co-chair)</i> 	<ul style="list-style-type: none"> • Personal Protective Equipment - <i>Mark Carlson</i> • School Nutrition - <i>Cynthia Hormel</i> • Security - <i>John Contreras</i> • Student Health - <i>Dr. Elaine Gerard</i> • Transportation - <i>Kifaya Hamad</i> 	<ul style="list-style-type: none"> • Budget - <i>Robert Easley (co-chair)</i> • Payroll - <i>Michael Covington</i> • Procurement - <i>Dayanna McMullen</i> 	<ul style="list-style-type: none"> • Communications - <i>Helen Lloyd</i> • Family and Community Engagement (FACE) - <i>Krishna Leyva</i> • Family Outreach - <i>Taneika Tukan</i> • Partnerships - <i>Kurt Huffman (co-chair)</i>

Established Team Norms

1. **Psychological Safety** Team members feel safe to take risks, be vulnerable, explore different points of view, and disagree respectfully.
2. **Preparedness** We come to all meetings prepared to be present and participate; topics for discussion and objectives are clear.
3. **Dependability** Team members collaborate and communicate to get things done on time and meet ACPS' high bar of excellence.
4. **Timeliness** We start and end meetings on time, using our time wisely.
5. **Structure and Clarity** Team members have clear roles, plans, and goals; we address the content of the material and stay on topic.

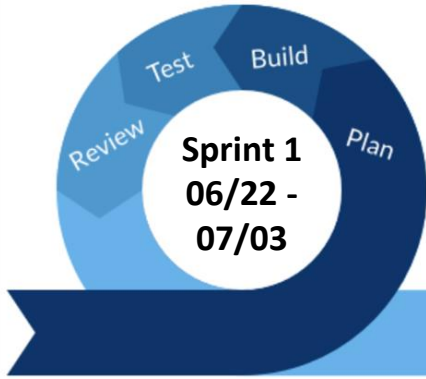
Accomplishments 06/22 - 07/03

- Initiated [Cross-Functional Planning Teams](#), naming chairs and leads, setting norms, inviting teams, and preparing our Sprint 2 approach.
- Developed a community engagement Calendar to involve a wide variety of ACPS stakeholders in the planning efforts, starting with a staff and [family survey](#).
- Analyzed facility capacity and introduced reopening models to orient teams to benefits and risks, opportunities, and considerations for the Fall.

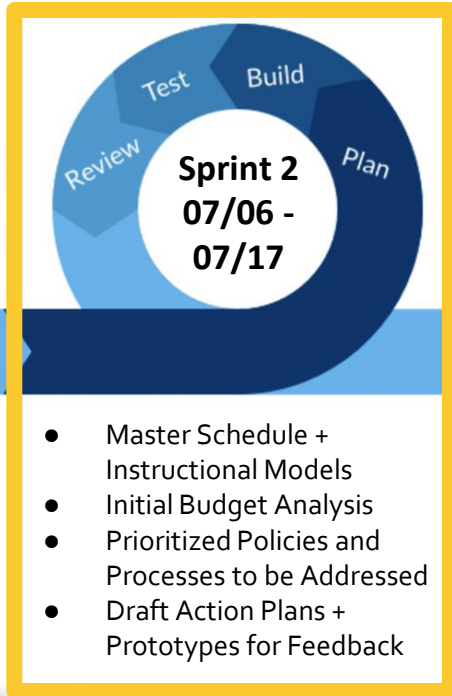


A Sprint Approach Guides Our Planning

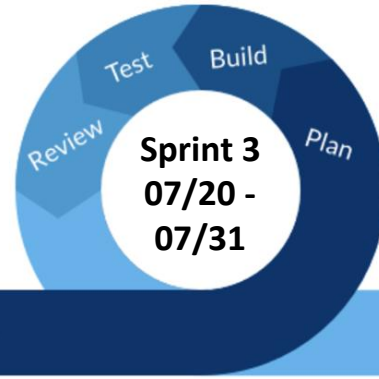
CURRENT WORK



- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget



- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback



- Action Plans + Prototypes
- Increased Stakeholder Involvement Through Community Conversations
- School Leader Planning
- Budgets Finalized
- Updates to Policies and Processes Proposed



- Comprehensive Reopening Report
- Plans Submitted to VDOE
- Student Scheduling
- Transportation Planning
- Guidance for Students and Families

Looking Now: Current Actions 07/06 - 07/17

- We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis and decision making.
- Our teams will review **Staff and Family Survey Data** to build a deeper understanding of needs and requirements for reopening models.
- We will **evaluate master schedules** options that align to each of the models, highlighting implications, and considerations across financial, operational, staffing, safety, etc.
- We will **prepare prototypes** for discussion with school leaders, community members, and Thought Partners.



- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback

Kick-Off with Teams on 07/06 + 07/08

Over [100 ACPS staff, family, and community members](#) virtually collaborated on Monday and Wednesday to dig into our different reopening models, consider the latest guidance, and highlight key decisions to be made.

[Facilitator's Guide +
Agenda](#)

*(See [Video](#) Here of How
We Planned the Session)*

[Sample Cross-
Functional Planning
Team \(CFPT\) Workbook](#)

Team Updates (1)

Cross-Functional Planning Team	Core Area (s)
<p data-bbox="291 347 871 437">Social, Emotional, and Academic Learning (SEAL)</p> <p data-bbox="374 500 788 590">Drs. Julie Crawford and Gerald R. Mann, Jr.</p>	Curriculum and Instruction
	Accountability (<i>Staff + Survey Designs</i>)
	Professional Learning
	Student Support Services
	Technology

Staff + Survey Designs

Overall Objectives of Our Surveys

1. Based on Current Information
 - **Families:** Preferred learning option
 - **Staff:** Likelihood return to work on-site
2. Most Important Factors Influencing Their Decision
3. Comfort Level with Certain COVID Safety Measures
4. Transportation Preference
5. Demographics for Analysis Include - Grade Level, School, Race/Ethnicity, Special Program, Staff Role

Key Information Communicated to Families

1. No Response to This Survey is Permanent; We Just Want Your Current Perspective to Assist in Our Planning
2. Seeking Two-Way Communication to Inform Planning Efforts for Reopening Schools
3. Two Reopening Models Being Considered Hybrid or 100% Virtual
4. Understand this is an Ever-Changing Global Pandemic and We Need to Stay Flexible
5. There will be Additional Feedback Loops

Team Updates (2)

Cross-Functional Planning Team	Core Area (s)
<p data-bbox="227 321 871 410">Human Resources, Capital Programs / Facilities, and Technology</p> <p data-bbox="336 473 763 563">Dr. Stephen Wilkins and Sandra Hardeman</p>	<p data-bbox="913 321 1711 511">Capital Improvement Programs (CIP) and Facilities (<i>Facility Capacity, School Social Distancing Assumptions and Seating Impacts of Social Distancing</i>)</p>
	<p data-bbox="913 564 1649 654">Human Resources (<i>Employees Residing in Neighboring Areas</i>)</p>
	<p data-bbox="913 706 1116 748">Technology</p>

School Social Distancing Assumptions

- Aim to Maintain **6 Feet Distance** at all Times
 - (i.e. one-way hallways, extra time and different procedures for arrival and dismissal, reconsideration of physical education, recess, etc.)
- **65 SF/Person** to Maintain Social Distancing While Considering:
 - People are not discrete points
 - Cabinetry, furniture and access will restrict configurations
 - Walls must be floor to ceiling to be considered separator for social distance
 - Data inaccuracies
- **1 Teacher Per Classroom** (Including at Kindergarten and Pre-Kindergarten)
- Using all Current **Classroom Spaces**, Not Others at this Time
- **Desks/Furniture** Facing Same Direction
- Classroom **Transitions** will be Eliminated and/or Limited

Capacity Assumptions by School Facility

School	Sum of Social Distance Capacity	Sum of No More Than 10	Adj Secondary	Adj Secondary No More than 10	Current Capacity	Projection	Percent SD Cap of Projection	Percent SD Cap No More than 10 of Projection
Charles Barrett	297	238			512	603	49.25%	39.47%
Cora Kelly	213	188			429	329	64.74%	57.14%
Douglas MacArthur at Taney Ave	400	340			724	642	62.31%	52.96%
Ferdinand T. Day	356	252			650	560	63.57%	45.00%
Francis C. Hammond	852	754	681.6	603.2	1396	1457	58.48%	51.75%
George Mason	251	218			348	422	59.48%	51.66%
George Washington	595	459	476	380.8	1150	1644	36.19%	27.92%
James K. Polk	354	306			756	798	44.36%	38.35%
Jefferson-Houston	339	261			750	661	51.29%	39.49%
John Adams	494	462			858	881	56.07%	52.44%
King Street	1817	1328	1563	1142	2926	3287	55.28%	40.40%
Lyles-Crouch	207	192			375	505	40.99%	38.02%
Matthew Maury	182	172			350	374	48.66%	45.99%
Minnie Howard	456	374	392	322	853	989	46.11%	37.82%
Mount Vernon	418	343			755	907	46.09%	37.82%
Patrick Henry	504	369			850	903	55.81%	40.86%
Samuel W. Tucker	349	270			620	758	46.04%	35.62%
William Ramsay	411	329			748	699	58.80%	47.07%
Grand Total	8495	6855			15050	16419	52.42%	43.32%

Note: This table is based on current assumptions and current information and will be adjusted as more information and detail is available. If schedule for changing classes remains the same at the middle school and high school level, capacity will significantly reduce (to numbers in the adjusted columns).

Employees Residing in Neighboring Areas

Location	Number	Percentage	Location	Number	Percentage
Alexandria City	1082	36%	Loudoun County	35	1%
Arlington	225	7%	Maryland	380	13%
District of Columbia	137	5%	Other	100	3%
Fairfax County	815	27%	Prince William County	259	9%
Total Number of Employees: 3033					



Team Updates (3)

Cross-Functional Planning Team	Core Area (s)
Health and Safety Drs. Alicia Hart and Marcia Jackson	Student Health
	Cleaning and Maintenance
	Personal Protective Equipment
	School Nutrition
	Security
	Transportation (<i>Transportation Social Distancing Assumptions; Bus Social Distancing Examples; and Transportation Capacity Analysis</i>)

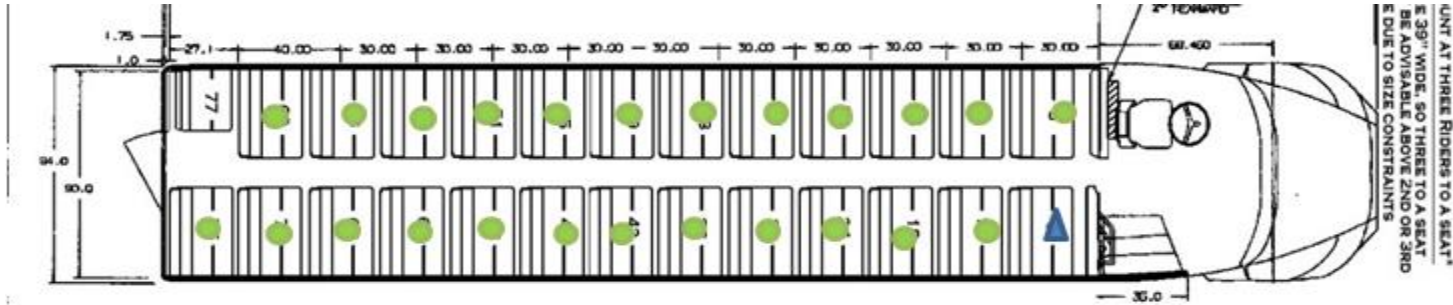
Seating Impacts of Social Distancing

Bus Type	Normal Capacity	One Student/ Bench	One Student/ Bench (Alternating)
Standard (30 Passenger)	30	8	4
Standard (53 Passenger)	53	14	7
Standard (65 Passenger)	65	18	9
Equipped w/Lift (65 Passenger)	65	13	7
Standard (77 Passenger)	77	24	12
Equipped w/Lift (77 Passenger)	77	17	9

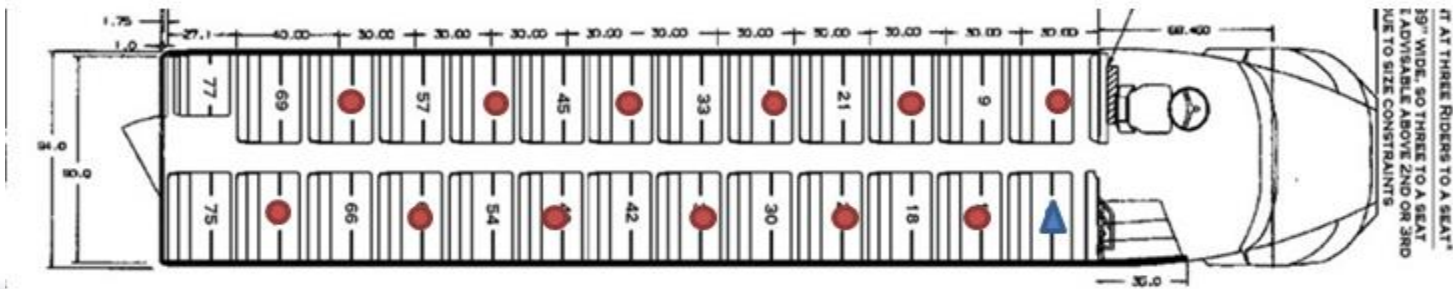
Transportation Social Distancing Assumptions

- **10,000 Students** Qualified to Ride Bus
 - Approximately 6,500 students *actually participate* in ridership
- **Fleet Utilization**
 - 123 total buses in fleet
 - Leaves no contingency option if all used
 - Can have multiple transportation scenarios based on fleet utilization
 - 102 routes, 2 runs (current)
 - 102 routes, 3-4 runs (anticipated)
- **“Siblings”** will be Allowed to Sit Together
 - Defined as children who live in same residence regardless of familial relation

Bus Social Distancing Examples



One Student/Bench
(77 Passenger Example)



One Student/Bench
(Alternating)
(77 Passenger Example)

Transportation Capacity Analysis

Scenario A: Utilize 90 Buses, Allowing Contingency					
Type	Passenger Capacity	Quantity of Buses	# of Students Transported (Estimated Normal Ridership)	# of Students Transported (One Per Bench)	# of Students Transported (Alternating)
Standard	30	2	60	16	8
Standard	53	8	424	112	56
Standard	65	5	325	90	45
Equipped w/Lift	65	7	455	91	49
Standard	77	67	5159	1608	804
Equipped w/Lift	77	1	77	17	9
Totals		90	6500	1934	971
Capacity Change				-70.2%	-85.1%
Scenario B: Utilize 123 Buses, No Contingency					
Type	Passenger Capacity	Quantity of Buses	# of Students Transported (Based on Fleet Capacity)*	# of Students Transported (One Per Bench)	# of Students Transported (Alternating)
Standard	30	2	60	16	8
Standard	53	8	424	112	56
Standard	65	5	325	90	45
Equipped w/Lift	65	7	455	91	49
Standard	77	100	7700	2400	1200
Equipped w/Lift	77	1	77	17	9
Totals		123	9041	2726	1367
Capacity Change				-69.8%	-84.9%

Team Updates (4)

Cross-Functional Planning Team	Core Area (s)
Financial Management Dominic Turner and Robert Easley	Budget - <i>The Coronavirus Act Relief and Economic Security (CARES Act)</i>
	Payroll
	Procurement
	Technology

CARES Act 2020

- ACPS is anticipated to receive \$3.7M in funding from the Coronavirus Act Relief and Economic Security (CARES) Act (VDOE Application Deadline [August 1, 2020](#)) with broad qualifying expenses.
- United States Department of Education (USED) issues Interim Final Rule in July 2020 (**NOTE: If CARES Act funding is used to benefit all schools within the Division, the Division will calculate equitable services for private schools**).
- Intent to participate sent to qualifying private schools (14 days to respond) and total enrollment used to determine equitable services.

Team Updates (5)

Cross-Functional Planning Team	Core Area (s)
School and Community Relations Julia Burgos and Kurt Huffman	Communications <i>(Family and Staff Are Shaping Our Plan; Our Community is Critical to Success; and Looking Ahead: Planning for Next Month)</i>
	Family and Community Engagement (FACE)
	Partnerships

Family and Staff Are Shaping Our Plan

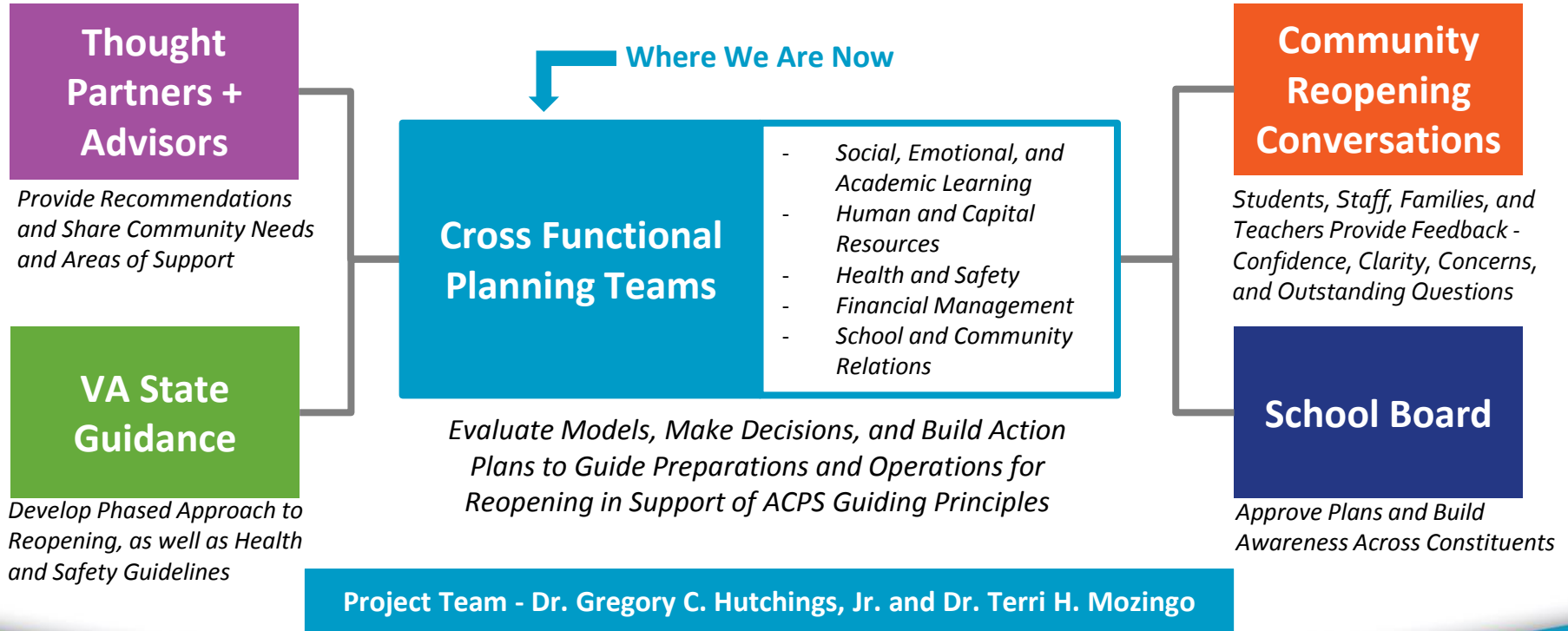
In addition to direct involvement on the Cross-Functional Planning Teams, our staff and community are providing input at every stage of our planning process to ensure that it is tailored to their needs.

Week	Family Engagement	Staff Engagement
July 06 - July 10	Preferred Learning Option Survey	Likelihood to Return to Work Survey
July 20 - July 24	Community Conversations about Reopening <i>(open to all ACPS Community)</i>	
July 27 - July 31	Enrollment Forms	Returning Forms
August	<i>Continued Support (TBD)</i>	<i>Continued Support (TBD)</i>

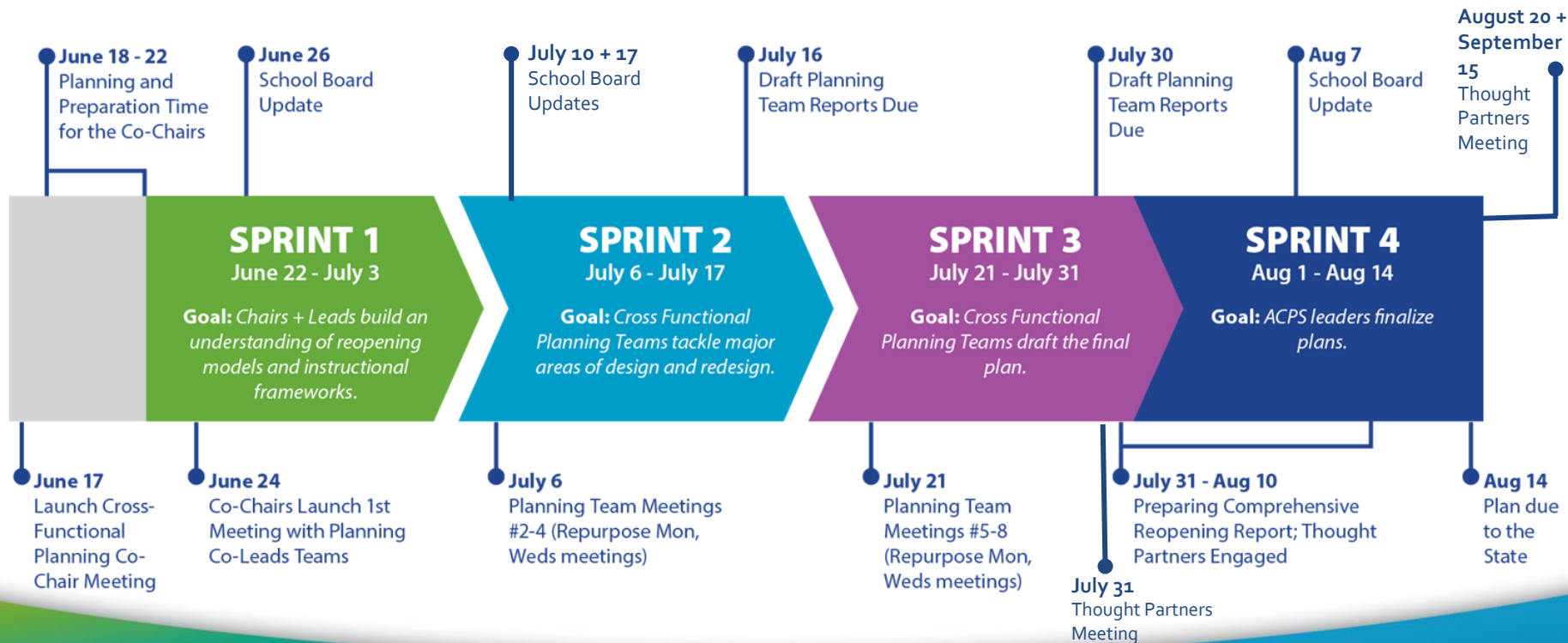
Started
This Week



Our Community Is Critical to Our Success



Looking Ahead: Plan for Next Month



Looking Forward: Upcoming Deliverables

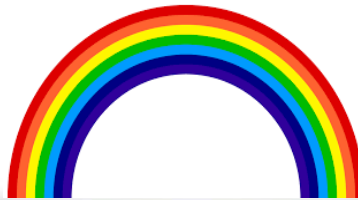
- **Updates** from Chairs
- **Deep Dives** into Survey Results
- **Designs** of Hybrid and Virtual Master Schedules
- **Plans** for Community Reopening Conversations



Questions and Discussion



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